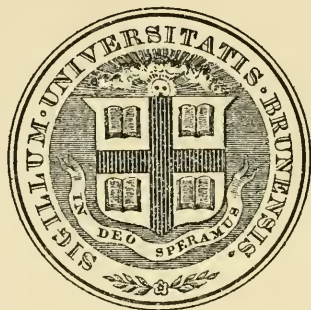


2-IRY

A12

1892-1933

The Library of



Brown
University

Presented by

Education Department



RHODE ISLAND ARBOR DAY

MAY 11 1917



THE FRUITS OF TREES

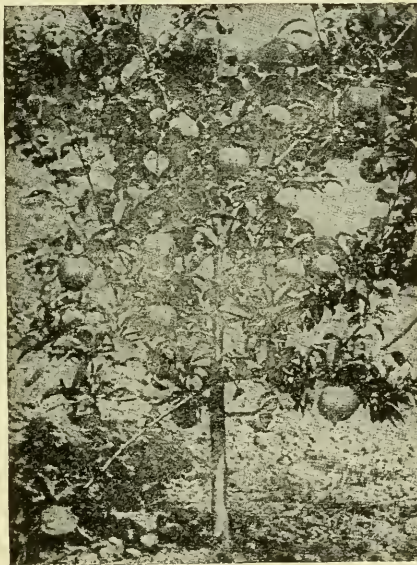


TWENTY-SIXTH ANNUAL PROGRAM

FOR THE

OBSERVANCE OF ARBOR DAY IN
THE SCHOOLS OF RHODE ISLAND

MAY 11, 1917

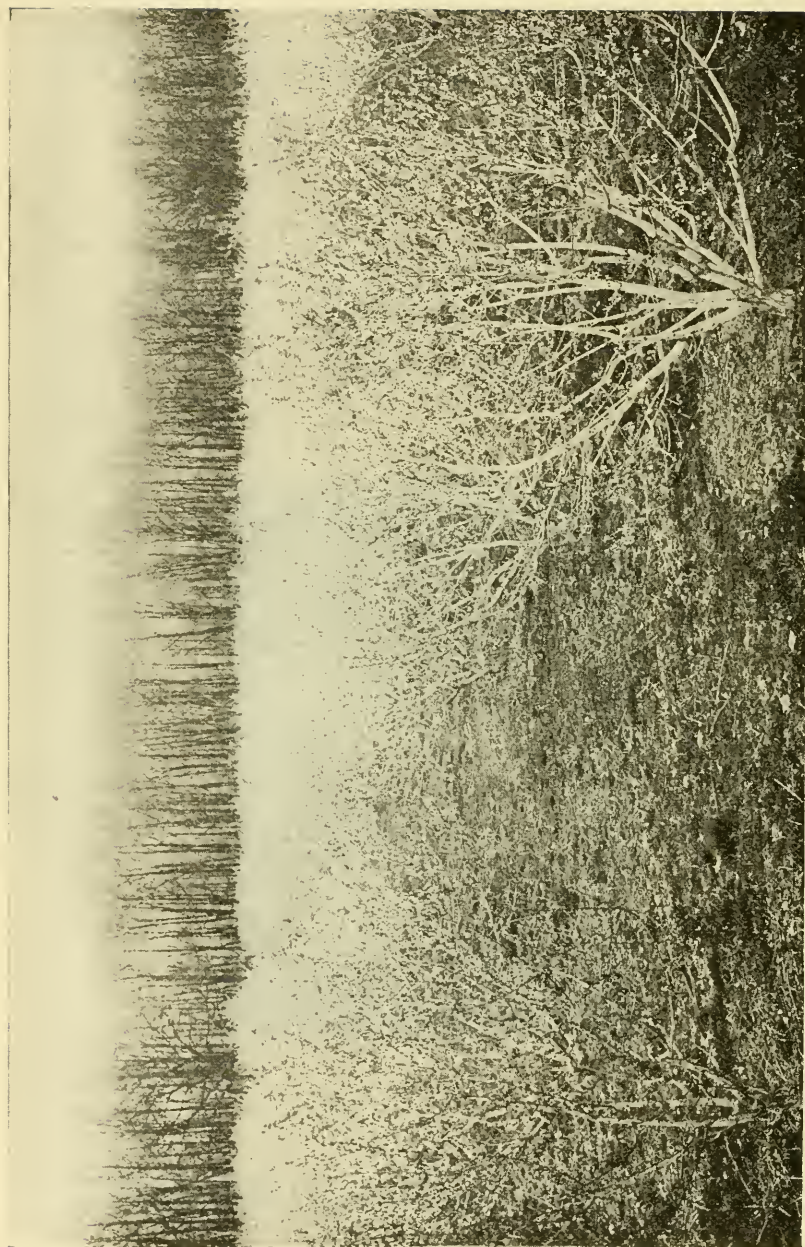


Dwarf Apple Tree

ISSUED BY

THE COMMISSIONER OF PUBLIC SCHOOLS

STATE OF RHODE ISLAND



Peach Orchard with Wind Break.

ARBOR DAY MESSAGE, 1917

To the Boys and Girls of Rhode Island:

In the Arbor Day program for this year you may find many new and interesting things for use in your exercises or for study on other days. As was planned long ago, the special feature of this year's program is our fruit trees, and its object is to remind you of their beauty and utility, to tell you how to plant and to care for them, and to encourage you by planting them "to provide a kindness for many generations."

For more than a quarter of a century the schools of Rhode Island, in keeping Arbor Day, have celebrated the coming of spring, with its promise of summer and harvest time. In this joyous festival of the spring you have come to see more and more of the truth and beauty that fills the earth, and to know how the lives of all creatures are sustained by the earth's wonderful bounty. We have been sometimes warned by our more thoughtful friends that the benefits of trees will continue only by man's planting and protection and that the world's supply of food for her myriad peoples will fail except the earth yield her increase in larger measure. We have thought of this danger as in the distant future, but already because of the devastations of war, its restraints on agriculture, and the economic disorders it causes, the world is facing an alarming scarcity of food supply, and our own country is not free from the threatening danger.

Arbor Day, then, has more serious lessons for you than the beauty and comfort of trees, the joys of springtime, or the bounty of mother earth. This year it seems more earnestly to teach man's dependence upon the products of the soil, the necessity of greater care in conserving every useful thing, and the pressing need of increasing our country's food supply. Every springtime calls for planting and sowing, but never before was the call so strong or the need so great as now. The time has come when our country needs your help, boys and girls of our schools, to insure our people against want. Do your part by planting home and school gardens, helping farmers in vacation time, gathering the harvests of autumn, and in other ways.

You have been reminded, in your exercises of Flag Day, that our flag speaks not only of the prosperity and protection we enjoy under its folds, but also of the need of defending it. In like manner, the trees of field and forest lift up their branches not only in token of the benefits they confer on man but also as a sign of their need of man's protection. Our enjoyment of the beauty and utility of trees involves our duty to preserve and protect them and to replace them by planting new ones. And this lesson of the trees applies to all "green things growing," in forest or field or garden.

Arbor Day, no less than Flag Day, has for you its call to patriotic service. It has been said: "He that planteth a tree is a servant of God." So is he who tills the soil and causes the plant to grow for the food of his fellowmen. And all planting and sowing, especially in this time, is a service to country. In this springtime, for the first time in your lives, men are being called to fight for your country, but many must serve in shop and on the farm also for the protection of our people. Boys and girls, too, may do their part in conserving their country's resources. And they who do these things will stand among our country's patriots.

WALTER E. RANGER

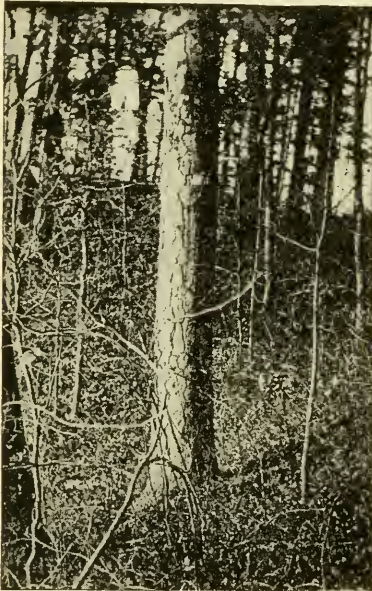
Commissioner of Public Schools

SUGGESTIVE PROGRAM

Theme for Arbor Day, 1917—The Fruits of Trees.

CHORUS.	SCRIPTURE.	COMMISSIONER'S MESSAGE.	RECITATION.
SONG.	GROUP EXERCISE.	ESSAY—"Trees I Know."	SONG.
BRIEF REPORTS ON SCHOOL GARDENS.			
RECITATIONS.	SONG.	GROUP EXERCISE—Our Fruit Trees.	
CHORUS		PLANTING EXERCISES.	

He who plants an oak looks forward to future ages, and plants for posterity. Nothing can be less selfish than this. He cannot expect to sit in its shade nor enjoy its shelter; but he exults in the idea that the acorn which he has buried in the earth shall grow up into a lofty pile, and shall keep on flourishing and increasing, and benefiting mankind long after he shall have ceased to tread his paternal fields.—Washington Irving.



IN CHEPACHET.

Said to be the Largest Pitch Pine
in Rhode Island.

The spring, like youth, fresh blossoms
doth produce
But autumn makes them ripe and fit
for use.—*John Denham.*

Lo! sweeten'd with the summer light,
The full-juiced apple, waxing over-
mellow,
Drops in a silent autumn night.
—*Tennyson.*

Every floweret of the meadow,
Every bird upon the tree,
In life's sunshine or its shadow,
Shall bring back my joy to me.
—*J. A. Goodchild.*

All the year the beauteous trees
Yield us fruit and flowers.
Shelter from the winter winds
Or shade for summer hours.
—*Elva J. Smith.*

"Under some old apple tree
Jes' a restin' through and through,
I could git along without
Nothin' else at all to do,
Only jest a wishin' you
Was a gitten' there like me,
And June was eternity."
—*James Whitcomb Riley.*

ARBOR DAY PROGRAMS

Fifty-five thousand copies of this program are made for the boys and girls of Rhode Island schools. Those who keep their copies will find them very useful in the years to come.

Teachers and pupils are again invited to help in the preparation of future numbers of the Arbor Day annual by sending to the Commissioner of Public Schools copies of their programs, reports of interesting things done on Arbor Day by schools, copies of essays and other exercises by pupils, accounts of tree walks or excursions, pictures of notable trees, and special suggestions for new programs.

Sincere thanks are extended to all who have helped in the making of this program.

ARBOR DAY SCRIPTURE LESSONS

Behold the fig tree and all trees; when they now shoot forth, ye see and know of yourselves that summer is now nigh at hand.—*Luke xvi*, 29-30.

I made me great works; I builded me houses, I planted me vineyards; I made me gardens and orchards, and I planted trees in them of all kind of fruits. I made me pools of water, to water therewith the wood that bringeth forth trees.—*Ecclesiastes ii*, 4-6.

And God said, Let the earth bring forth grass, the herb yielding seed, and the fruit tree yielding fruit after his kind, whose seed is in itself, upon the earth; and it was so.

And the earth brought forth grass, and herb yielding seed after his kind, and the tree yielding fruit, whose seed was in itself, after his kind; And God saw that it was good.—*Genesis i*, 11-12.

And the tree of the field shall yield her fruit, and the earth shall yield her increase.—*Ezekiel xxxiv*, 28.

And I will multiply the fruit of the tree and the increase of the field, and ye shall receive no more reproach of famine.—*Ezekiel xxvii*, 30.

Ye shall know them by their fruits. Do men gather grapes of thorns, or figs of thistles?

Even so every good tree bringeth forth good fruit; but a corrupt tree bringeth forth evil fruit.

A good tree cannot bring forth evil fruit, neither can a corrupt tree bring forth good fruit.

Every tree that bringeth not forth good fruit is hewn down, and cast into the fire.

Wherefore by their fruits ye shall know them.—*St. Matthew vii*, 16-20.

When thou shalt besiege a city a long time, in making war against it to take it, thou shalt not destroy the trees thereof by forcing an axe against them: for thou mayest eat of them, and thou shalt not cut them down, for the tree of the field is man's life.—*Deuteronomy xx*, 19.

In the midst of the street of it, and on either side of the river, was there the tree of life, which bare twelve manner of fruits, and yielded her fruit every month; and the leaves of the tree were for the healing of the nations.—*Revelation xxii*, 2.

 THE OLD FARM, ALWAYS NEW

I love the farm, when the spring comes in,
 And the sap is beginning to run,
 When the arbutus twines, and holds up its vines,
 For the kiss of the April sun:
 When robins flash through the bare, brown boughs,
 And violets purple the sods,
 Of budding, a hint, and of tassels, a glint,
 And my nectar is sweet as a god's,
 As I range the woods in the sun, and dew,
 For the farm and the spring are always new.

—*Emma Seabury*.

MAY.

ANNA M. PRATT.

1. The or - chard is a ro - sy cloud, The oak a ro - sy mist, And
 2. A mes - sage comes a - cross the fields, Borne on the balm - y air; For

oh, the gold of the but - ter - cup, The morn - ing sun has kissed! There are
 all the lit - tle seek - ing hands, The flow'rs are ev - 'ry - where.

twink - ling shad - ows on the grass, Of a my - riad ti - ny leaves, And a
 Hark! a mur - m'ring in the hive; List a car - ol sweet; While

twitter - ing loud from the bu - sy crowd, That build be - neath the eaves.
 feath - ered throats the thrill - ing notes A thou - sand times re - peat.

CHORUS. *Gaily.*

Then sing, hap - py chil - dren! The bird and bee are here; The

May-time is a gay time, The blos-som time o' the year. Then sing, hap - py chil - dren! the

bird and bee are here; The May-time is a gay time, The blos-som time o' the year.

From "Nature Songs for Children."

THE SPRING

By Charles Carroll, Ph. D.

In the Spring of the year
When the violets dear
Begin to peep from the ground;
And the air is serene,
And the sun, like a queen,
With its flashing dazzles the eye;
And the birds, in the air,
Flitting swift here and there,
Their songs trill sweetly around—
Oh, the Spring, of all times,
In all lands and all climes,
Is the time when there's greatest joy.

Then the brooklet released,
Which in winter had ceased
To flow, bound fast by the ice,
With a soft, gurgling sound,
With a splash and a bound,
From its bed sends spray to the flowers.
From the buds burst the leaves,
And a fairy hand weaves
A carpet of green to entice
From their work man and beast
To enjoy nature's feast
In the shade of the woodland bowers.

Then the pollywogs wise
From the pond bottom rise,
The frog croaks loud on the bank;
In the marsh tender shoots
Show the presence of roots
Which have lived the cold winter through;
And the robin's shrill pipe,
And the note of the snipe
Are heard, as with many a prank,
They haste through the mead,
Or by some slender reed
Tune a song to mates dear and true.

Then, bedecked in a sheen
Of most glorious green,
The earth becomes an abode
Fit for angels and kings,
And to all gladness brings
As from heaven a special envoy.
Oh, there's life in the air,
Dash and vim everywhere,
And care from the heart lifts its load—
Oh, the Spring, of all times,
In all lands and all climes
Is the time when there's greatest joy.

And now every field is clothed with grass, every tree with leaves; now the woods put forth their blossoms; now the year assumes its gayest attire.—*Vergil.*

The forest, the ocean, the desert, these are where Antaeus renews his strength at the touch of mother earth; the sky, the winds, the waters, the trees, the rocks, the stars, these are the counsellors that feelingly persuade him what he is.—*Eben E.*

Scott

ARBOR DAY

By Ruth Hayden, Rhode Island Normal School.

Ah! Once more we hear the pealing of the May-flower's fragrant bell,
 Ringing from her secret chapel, hoary Winter's funeral knell.
 But we're heeding not the summons, for the blue-bird's joyful strain,—
 O'er the sparrow's ceaseless chatter—tells us Spring is here again.

Robins chant it; blue-jays sing it. All the field and woodland through
 Daisy, butter-cup, and violet, columbine and cowslip, too,
 Answer and repeat the tidings. Let us join the glad refrain!
 Yokes will lighten, life will brighten, for the Spring is here again.

TREE QUESTIONS

By William Gould Vinal, Rhode Island Normal School.

The purpose of these questions is to induce Rhode Island boys and girls to think carefully about trees which they see. Answer the questions as best you can and send them to the Commissioner of Public Schools. The first ones to answer the questions correctly, from their own observations, will have their names printed in the next Arbor Day program. If you observe something about trees that you did not know before, send in questions so that other boys and girls will look for them. Who can make the most observations? The best questions will be asked next year.

1. How many kinds of buds can you find on the elm tree?
2. Place some branches in water to unfold. Why are there different kinds of buds on the elm?
3. Name three trees that have blossoms before leaves.
4. Can you find any tree that has blossoms and leaves at the same time?
5. Watch for trees that blossom after the leaves have come out. What ones do this?
6. What is the earliest maple to blossom?
7. Inspect the maple tree to see what comes from the flower.
8. Find little maple trees that have just sprouted. Compare the fruit of the maple with the seedling.
9. I am thinking of a bush of the damp woods that has yellow blossoms in early spring. The broken twigs have a pleasant odor. What is it?
10. Look for some exposed roots and measure to see how far the roots reach.
11. At what date did the flowering dogwood blossom in the spring of 1917?
12. At what date did the horse chestnut tree have full leaf?
13. What color are the buds of the Norway Maple just before the leaves come out?
14. What kind of blossoms grow on a horse chestnut tree?
15. How many of the blossoms form horse chestnuts?
16. How many kinds of pussies are there on the willow?
17. What becomes of each kind of pussy?
18. What is the state tree?
19. What kind of oak is most common along our boulevards and parks?
20. What is the name of the trees in front of the Providence Public Library?

(They grow also near the entrance to the Swan Point Cemetery.)

ANCIENT PINES

Ye bear no record of the years of man,
Spring is your sole historian.

—*Bayard Taylor*



IN CHEPACHET

The Largest White Pine in Rhode Island

APRIL

April! April! are you here?

Oh, how fresh the wind is blowing!
See! the sky is bright and clear,

Oh, how green the grass is growing!
April! April! are you here?

April! April! is it you?

See how fair the flowers are springing!
Sun is warm and brooks are clear,

Oh, how glad the birds are singing!
April! April! is it you?

April! April! you are here?

Though your smiling turns to weeping,
Though your skies grow cold and drear,

Though your gentle winds are sleeping,
April! April! you are here?

—*Dora Read Goodale.*

MAY

"Bedecked with hawthorne branches,
And apple blossoms gay,
Her golden hair around her,
Across the dewy woodland,
Comes dancing in the May."

—*H. E. Blake.*

THE FOREST

I love the forest; I could dwell among
That silent people, till my thoughts up grew
In nobly ordered form, as to my view
Rose the succession of that lofty throng:—
The mellow footstep on a ground of leaves
Form'd by the slow decay of num'rous years,—
The couch of moss, whose growth alone appears,
Beneath the fir's inhospitable eaves,—
The chirp and flutter of some single bird,
The rustle of the brake,—what precious store
Of joys have these on poets' hearts conferr'd?
And then at times to send one's own voice out,
In the full frolic of one startling shout,
Only to feel the after stillness more!

William Cullen Bryant.

THE ORCHARD.

EMILIE POULSSON.

HARRIET S. JENKS. Adapted.

1. Down in the dear old or - chard, Where rud - dy ap - ples grow,
 2. Here in the ear - ly spring - time The buzz - ing, hum - ming bees
 3. Rob - ins are hith - er fly - ing In haste to build a nest;
 4. Oft en the chil - dren gath - er To swing and frolic here, -
 5. Down in the dear old or - chard, Some gold - en Au - tumn day,

See how the trees are spread - ing Their branch - es gnarled and low!
 Fly for a feast of hon - ey, When blos - soms deck the trees.
 Safe in the leaf - y branch - es Their lit - tle home shall rest.
 No place is like the or - chard, So pleas - ant and so dear!
 Gath - er the ripe red ap - ples With song and laugh - ter gay.

CHORUS

Oh! the or - chard, the dear old or - chard, Is a mer - ry,

mer - ry, mer - ry, mer - ry place! Oh! the or - chard, the dear old

or - chard, Is a mer - ry, mer - ry, mer - ry, mer - ry place!

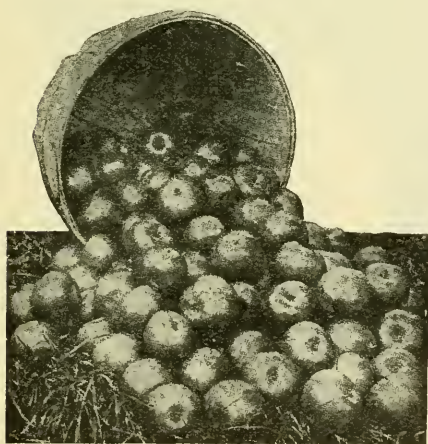
A MODEL APPLE ORCHARD

An apple is the king of fruits; an apple tree is the home-fullest of trees. A house in the corner of an old orchard is the coziest in the country. I would not have it at the center, for I should then be compelled to tread on lots of fruit. All summer the winds and the sun pick off one and another apple and drop them for the boys and girls or for cider. The apple tree in bloom is ideal; in fruit superb. There is nothing else like it anywhere in the world—nothing else half as beautiful. It says to us, "You and I can make a living; and we will do it without sacrifice of the beautiful; we will undertake to make, you and I, you folk and we trees, a model orchard and a model home."

With apples at six dollars a barrel, and often eight and nine, it is worth our while to understand these orchards and make their cultivation a specialty. One apple tree, well grown, open to sun and air, well fed, is worth from ten to twenty-five dollars a year; special trees often go as high as thirty or forty dollars for the best years. Considering the space occupied, there is no other crop that pays better, certainly not corn or potatoes or wheat or cotton.

Then between your trees you can have hoed crops at almost double annual profit. But a common orchard does not pay anything like this, just because it is down at the heels, and not up-to-date. It is a tree that was meant by the Creator to co-operate with human folk; each needs the other. Apple trees that are not cultivated at all, or where the ground is cultivated only to get other crops, are surely on the road to ruin. If allowed to get full of dead limbs and to be eaten up with suckers, while fungus enemies have free range, what can we expect in the way of profits?

As to sorts, that depends entirely on locality. In Central New York, with the market always near at hand, I should select Red Astrachan, Shiawassie Beauty, McIntosh, Northern Spy and Stayman's Winesap. I am inclined to think that this list will have to be enlarged a little and take another five, Yellow Transparent, Duchess, Wealthy, Hubbardston, and King David. In New England I would surely lay great emphasis on Baldwin and Rhode Island Greening. In western New York the King is pre-eminent. In Colorado and Missouri, Jonathan, Delicious and King David make a trio hard to beat, either for home or market.



Rhode Island Greenings

There is another apple that does wonderfully well all over the country, so far as I can discover. It is the Black Ben; in the Ben Davis family, but many milestones ahead of that sort in quality. McIntosh Red is coming to the front over a wide territory for early winter or late fall. Delicious is an apple rightly named, but not yet well tested for the Eastern States. Out of this list you can select, with local advice, what will suit your locality.

I have so long been a friend of the apple, and an admiring cultivator of nearly one hundred sorts, that my favorites make quite too long a list for the guidance of others. For my own home use I would surely not be without both the Yellow Transparent and Red Astrachan, and every other one that I have placed in these lists. Red Astrachan is the apple for household use, always best for jelly and pies and sauce. I never saw a Red Astrachan bear freely two years in succession, but by grafting two sides of a tree on successive years you will have one side or the other bearing each year.

Some of the best apples fifty years ago we must now discard because we cannot grow them as perfectly as other sorts. For late fall the McIntosh Red is so much better than its parent, the Fameuse, and so nearly immune to insect attacks that it must displace the other. We cannot afford to spend our time with varieties that must be fought for at every step. Among the rest we have to give up that dear old apple tree, the Sweet Bough.

Now I am going to talk about model home orchards, just a dear homeful place, where we spend the most delightful hours of the day, where boys and girls get their best education, and where we get the largest returns in the way of food that comes to us from the vegetable world. The start of an orchard is the whole story. It surely wouldn't do to buy a lot of trees from the nursery agent, stick them into the soil, and expect them to take care of themselves. A hop-yard can be neglected more safely than an apple orchard. Even pear trees are hardier and better able to resist insect foes.

An apple orchard in the first place should face the sun and be always a cozy and cheerful place. If in grass, be sure to supply rustic seats. I know an orchard that comes up to the house on the east side and is used for the family dining room. All summer the table stands under a big Indian Rareripec tree. I remember that apples sometimes dropped on the table.



Bartlett Pears

Getting ground ready is all important before planting. I would sow the land with cow peas or alfalfa or crimson clover for two years, plowing under the crop for humus. I would follow these with one year of buckwheat, for buckwheat is the one plant that nature has patented for killing weeds; it chokes them to death. Now with a good lot of soil charged with nitrogen, I would establish drainage and then plant the trees. You cannot grow good lasting apple trees and get handsome fruit in soil which is some of the time marshy. Down through each space between rows run a stone or tile drain. It is a good way to use up stone; only a stone drain

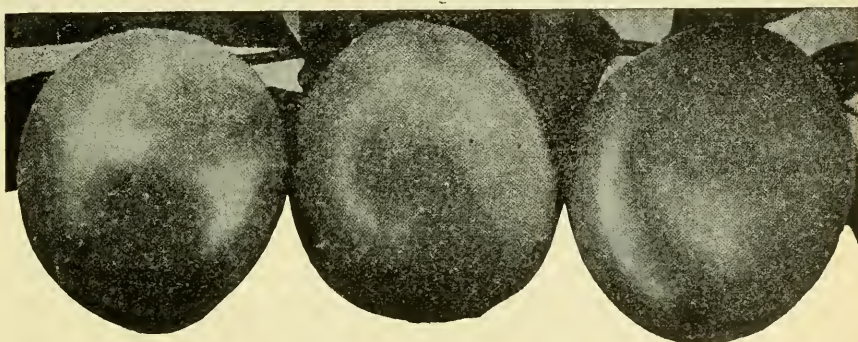
must be well laid, so that the walls will not fall in and create a slough.

Now use common sense in planting. A friend wrote me that he had lost nearly every tree that he had planted on account of a drought. I think not. I am pretty sure that the trouble was that his tree roots saw the sun and the small fibers dried,

Then he did not mulch the trees heavily as soon as they were planted; and after that he forgot that they must be kept soaked all through the drought. It was not the drought that killed them, but neglect. Keep the roots always moist when out of the ground; then keep the soil and roots about evenly moist until the new fibers begin to grapple the soil. A heavy mulch is the first commandment.

If set in the fall, there are three items of vital importance: In the first place, the trees must be staked to prevent their being blown about and worked in the soil by winter winds. The second point is not to use mulch that the mice will nest in; use by preference coal ashes; and the third point is to wrap the trees with coarse paper or with wire netting to prevent their being gnawed by rodents.

After you have your apple trees well set in good strong soil, clay by preference, be patient. Do not whip up top growth by stimulating your trees too rankly. This mistake is made with all sorts of fruit trees, that the planter, if he pays any attention at all to them, tries to drive them. He is pleased with quick growth. The most successful orchard will not show rapid growth for two years. It will be busy getting a first-class root system established. You will do what you can to encourage it along this line.



Peaches

Whenever an orchard is left in sod, my preference would be to make it the pasture home of a few sheep; if near the barn, a range for a flock of hens. In this way it will be very evenly and richly fertilized. But, whenever left in sod, orchard trees must be forked about at least twice a year and mulch renewed. Grain crops, like buckwheat, that grow very closely together and strangle weeds, may be occasionally grown in an orchard, although they do not add largely to the virtue of the soil.

For cover crops the legumes are preferable, because they not only feed nitrogen to the roots, but add humus to the soil. The velvet bean, if kept in bounds by mowing, surpasses all other legumes for this purpose, but if let grow as it will, it will tangle itself all over your young trees to the distance of fifty or sixty feet. Cow peas grow from five to ten feet, and the soja bean stands up at four feet. In the South we have a wonderful plant, called beggarweed; it can be cut three or four times during the summer, covers the soil well, and when plowed under feeds it well. It bears an ugly name, but it is delicious for fodder, never fussy about soil, and is beautiful in growth.

There are two fruits peculiarly well associated with the apple; the currant and the grape. These three can be naturally grouped in growth, and they will work together nicely as to feed and growth and harvesting. They are the three family fruits that we cannot get along without; and they are also the three fruits that invariably command a market. I have myself been accustomed to grow trellises of grapes between all my apple rows; and I flank these on each side with rows of currants. In this way I get from the same plot of ground my Niagaras and Diamonds and Wordens and Moore's Early, and I get my Fay's Prolific, White Grape, London Market, and Powell's Red Giants—the best grapes and the best currants now in existence. Currants like the shade, and I like the shade when picking them. The grapes will get all the sunshine needed, provided the apple rows are forty feet or more apart.

Now I must leave you in your beautiful orchard, conscious that the Garden of Eden had nothing so fine as any country cottage may have, nor any fruit equal to a perfect Northern Spy. Looked at from the new education point, the home orchard is a poem; for remember that the oldest poetry was not that of words but that of things; and this is what we mean the new farming to achieve—that is, to work wit, wisdom, and beauty into the corn fields and the apple orchard. They are just as important as manures and fertilizers. Without them farming is a superficial affair that wastes manhood in menial toil.

If you would be a scholar, plant apple trees; if you would be well educated, go to school in the orchard. If you would be an artist, study the color of the Spitzenburg. If you would have your children love the country, let them grow fruit and love the beautiful as they create it. If you would be a Christian, shut the gate and do your duty by tree and soil. There is too much talk in the world and too little achievement.—*Selected.*

APPLES TO PICK!

Apples to pick! Apples to pick!
 Come with a basket and come with a stick.
 Rustle the trees and shake them down,
 And let every boy take care of his crown.
 Golden russets with sunburnt cheek,
 Fat, ruddy Baldwins, jolly and sleek;
 Pippins, not much when they meet your eyes,
 But wait till you see them in tarts and pies!
 Where are the Pumpkin Sweets? Oh, here!
 Where are the Northern Spies? Oh, there!
 And there are the Nodheads, and here are the Snows.
 And yonder the Porter, best apple that grows.
 Beautiful Bellefleurs, yellow as gold,
 Think not we're leaving you out in the cold;
 And dear fat Greenings, so prime to bake,
 I'll eat one of you now for true love's sake.
 Apples to pick! Apples to pick!
 Come with a basket and come with a stick.
 Rustle the trees and shake them down,
 And let every boy take care of his crown.



Dwarf Apple Orchard

APPLE CHARMS

By Charles Carroll, Ph. D.

Just beyond the fodder cornfield, where the brook winds slowly through,
 Stands an ancient apple orchard, with its fruit of varied hue.
 There's the juicy early Sapson, with its brilliant scarlet skin,
 And the yellow, mellow Porter, which you want to taste again.
 Next the Pippin, variegated, turns to sun a crimson cheek,
 And the brown and ruddy Russet, fit for winter cold and bleak.
 There's the Pound Sweet, large and honeyed, weighting down the branches low,
 And the hardy winter Baldwin, 'mid the green leaves all aglow.
 There the luscious, swelling Greening spreads its limbs to form a bower;
 No New England orchard ever is without a Gilliflower.
 Some for summer, some for autumn, more are for the winter night
 When the children gather gaily round the cheerful glowing light;
 Some for eating as you pluck them, ripe and sweet, from leaning trees,
 More for storage for the winter, when the snow drifts on the lees.
 Crowned with untold range of color, rainbow hues and shades between,
 Flaming scarlet, blushing crimson, yellow gold and tones of green,
 Stands the bounteous bowl of apples, always full and always sure
 Hungry boys and girls and grown-ups to its pleasures to allure.
 Apple charms were made by nature to attract man's roving eyes
 And he finds them most delicious, eaten ripe or cooked in pies,
 Stewed as sauce, or spread as butter. Of what sweeter can you dream
 Than a baked Rhode Island Greening swimming in a dish of cream?

HOW BOYS AND GIRLS MAY INCREASE OUR FOOD SUPPLY

By Lucius A. Whipple, Superintendent of Schools in Lincoln.

From the experience of other countries, we have come to realize the necessity of conserving and increasing our food supply, if we are going to reach our highest efficiency as a nation either in time of peace or conflict. This opens a field to boys and girls, as well as adults who wish to assist, especially at this time, in the successful completion of plans that have already been suggested by our government. It is a nation-wide movement and deserves our support.

It is astounding to the uninitiated the amount of products that can be taken from limited areas if a small amount of time and effort is conscientiously expended in caring for the garden. For two years in Albion and one in Manville, school gardens have been successfully conducted under expert supervision; and when, on plots ten by thirty-five feet, a profit of over seven dollars each can be shown, as was done at Albion last year, the enormous resources which would be developed, were all of our boys and girls enthusiastic about the work, not only in school gardens, but



The three school girls who won first place in canning demonstration at the Eastern States Exposition

at home, where more land can usually be obtained, can easily be imagined. This year should not only see the same school gardens even more successfully conducted, but a campaign carried on so that more school gardens, many more home gardens and also gardens of adults, both individual and community, may spring up and be promoted under proper direction.

But the home or school garden is only a beginning. We can not only have a variety of vegetables during the growing season, which is an important item, but the surplus may be canned and consumed during that period when the price of fresh vegetables is prohibitive. Last year in the Town of Lincoln five Mother-Daughter canning classes which demonstrated the modern cold-pack method were conducted. It is hoped that this year will see a successful repetition of the good work. Its value cannot be estimated. About one hundred girls and women were reached, and products were canned which heretofore it had been impossible to preserve with the old methods. An idea of the simplicity of the work may be

gained from the statement that in ten meetings grammar school girls at Albion became so proficient that three were chosen to demonstrate canning and judging canned products at the Eastern States Exposition at Springfield, and secured first place.

The combination of a small garden, a simple canning outfit and a knowledge of the simple canning fundamentals has proved its value all over the country. The high cost of living is only one barrier surmounted. In addition, vegetables for a balanced ration are provided, with an attendant physical improvement and consequent reduction in the expenditure for medicine. Waste is eliminated, a worthy result which should be the goal of all.

Suggestions for work to be done by boys and girls would not be complete without reference to the work of the poultry club. Notwithstanding the high cost of grain, there is no better way of reducing the food bill in the home than by carrying on successfully the work of the poultry club. Eggs and surplus fowls, fed principally on scraps from the table, provide highly nourishing food at an economic cost. Poultry can be successfully handled by boys and girls, as has been demonstrated by the poultry clubs in the town of Lincoln, where records have been made which well might be the envy of many adult poultry producers. The fact that fowls do not require extensive runs, coupled with the elimination of male birds from the flock kept for egg production, allows the keeping of poultry in more or less congested areas without objection.

After considering the value of these three clubs, gardening, canning and poultry, we must realize that we cannot afford to neglect this branch of our resources. Let's get started, boys and girls. Let's back up the movement, parents and teachers. A glance at any paper will show that there is much available land now producing nothing. A little initiative, a little encouragement and the results will be most beneficial, both to ourselves and others as well.



A Country Road and School House

A PLEA FOR THE ARBUTUS

By Grace Margaret Coyne.

I found them where they lay, pearl pink upon a bed of leaves.
 The harbingers of coming May, amid such joys as Nature weaves.
 The blue-jay woke them with his scream, the flicker with his piercing call,
 The wind sang to them soothingly, through pine trees grim and tall.
 There in the perfume laden air, I stooped to pluck their waxy bloom;
 The trailing vines, like maiden's hair, clinging seemed to ask a boon.
 "Oh! tear us not," they seemed to say, "from out our mossy leaf strewn bed.
 Our beauty'll last but for a day; here let us live and grow instead."

WHAT IS FORESTATION?

The processes of forestation are two: Natural Reproduction by the falling of seeds, and by sprouting; Artificial Reproduction by the sowing of seeds, and by the planting of trees. Contrasting the two methods, natural reproduction has these advantages:

1. It is cheaper. Deforested areas are gradually reforested by seeds disseminated by wind and animals from adjoining woodlands. In cut-over lands, the only cost involved in reforestation is the reservation of three or four seed trees on each acre.
2. It follows nature more closely in the choice and mixture of species suited to the locality.
3. It usually protects to some extent the soil and young growth.
4. It is especially adapted to rough land where intensive artificial methods are impracticable.

The advantages of artificial reproduction are these:

1. The new stand of trees is established immediately. Natural reproduction often requires many years to stock an area with young trees.
2. It is more certain to succeed if suitable species and methods are used.
3. It allows choice of species suited to the local market.
4. The trees are given the right spacing for straight and rapid growth. Natural reproduction is often too open or too dense to produce high-grade material.
5. On treeless prairies, in areas where desirable species have all been culled out, in badly burned districts, in lots where destructive lumbering has cut and broken all seed trees and left the land in barren condition, artificial forestation is the only practicable method.

Forest planting is a popular branch of forestry. Many persons who give little or no thought to the strictly economic side of the question, plant trees to beautify the landscape, provide windbreaks, stimulate an interest in botany, improve the sale value of their farms, and so forth. But neither the individual nor the state can be expected to embark on any extensive program of forestation unless the operation has a sound financial basis.—*From "Forestation in Rhode Island."*

Of all man's works of art, a cathedral is greatest. A vast and majestic tree is greater than that.—*Henry Ward Beecher.*

Orchards are even more personal in their charms than gardens, as they are more nearly human creations.—*A. B. Allen.*



Sweet is the air with the budding haws, and the valley stretching for miles below
Is white with blossoming cherry trees, as if just covered with lightest snow.

—Longfellow.

A STROLL AMONG THE TREES

And forth they pass with pleasures forward led,
Joying to hear the birds' sweet harmony,
Which, therein shrouded from the tempest's dread,
Seemed in their song to scorn the cruel sky;
Much can they praise the trees so straight and high,
The sailing pine, the cedar proud and tall,
The vineprop elm, the poplar never dry,
The builder-oak, sole king of forests all;
The aspen good for staves; the cypress, funeral.

The laurel, meed of mighty conquerors,
And poets sage; the fir that weepeth still,
The willow, drooping lowly by the moors,
The yew, obedient to the bender's will,
The birch for shafts, the sallow for the mill,
The myrrh sweet bleeding of the bitter wound,
The warlike beech, the ash for nothing ill,
The fruitful olive, and the plantane round,
The carver holm, the maple seldom inward sound.

Adapted from Spenser's Faerie Queene, I., 1, 9.

2

The Beautiful Woods

SARAH C. PADELFORD.

EMORY P. RUSSELL.

1. O the pleas-ant woods of Spring-time! When ba-by ferns a-wake
 2. O the joy-ous woods of Sum-mer! When un-der man-tles green,
 3. O the peer-less woods of Au-tumn! When flam-ing are the trees
 4. O the mag-ic woods of Win-ter! When snow-flakes in the air

Their ti-ny fin-gers o-pen-ing, While buds to blos-soms break,
 The for-est trees are gath-er-ing The sun-light's gold-en sheen,
 In taw-ny sun-light shim-mer-ing, Or flash-ing in the breeze.
 With spot-less robes are cov-er-ing The branch-es brown and bare.

The wal-nuts hang their tas-sels out, The wil-lows bend to greet The
 In mos-sy deils, by tink-ling rills The birch-es, robed in white Are
 The ma-ples blush-ing, give their wealth, The chest-nuts show-er down Their
 The spruce and hem-lock, pine and fir, Are wear-ing still their green, And

cro-cus-es and vi-o-lets, Up-spring-ing at their feet.
 gnard-ed by the gi-ant oak, Their stead-fast, stal-wart knight
 treas-ures rich, with price-less gems, From black oak's gold-en crown.
 thus through-out the chang-ing year, The love-ly woods are seen.

Copyright, 1897, by S. J. EDDY. "From 'Songs of Happy Life,' published by SILVER, BURDETT & COMPANY"

He is no true lover of the woods who ceases to go to them when the leaves have dropped away, and the garrulous dryad has retired to sleep. I would know my friends in their adversity and hardship.—*Edith M. Thomas.*

THE LARGEST ELM IN PROVIDENCE—PROSPECT TERRACE



One of the most interesting elms now standing in Rhode Island is at Prospect terrace, on Congdon street, Providence. It is probably a self-planted tree. When Congdon street was laid out, Jeremiah Congdon, who owned and gave the land, stipulated that the tree should be preserved. Street graders, in these days, would probably cut down the tree, for an uninterrupted curbstone line is, presumably, of more importance than preserving a magnificent, two-century elm tree. The story that this tree was planted by Roger Williams may properly be put with that other pretty fiction which tells the lovers of local history that the big boulder recently brought over the river from Massachusetts, and carefully placed within the Roger Williams landing-place at "Slate Rock," is the identical rock upon which the founder of these Plantations first set his foot! Still, it is not improbable that this tree was a sapling while Roger Williams was yet living. At any rate, it has outlived several generations of men and women who have been refreshed by its shade and delighted by its majestic proportions. All honor to Jeremiah Congdon, whose thoughtfulness preserved the tree!—*Levi W. Russell.*

 HYACINTHS

An ugly, bulbous thing I hid
 Beneath the soft, brown earth,
 It died; but from its broken heart
 There came to joyous birth—
 A slender spike of living green,
 And in its clasp it holds

A form of fairest beauty, which
 Each added day unfolds
 Other bells as exquisite
 To our enraptured eyes,
 And each emits the fragrance of
 The flowers of Paradise!
 —*M. T. Carroll.*

THE PLANTING OF THE TRAILING ARBUTUS

By Grace Margaret Coyne, R. I. N. S., '16.

In planting the trailing arbutus the members of the Junior A Class establish a precedent: namely, that of placing on our Normal School grounds some of the rare native wild flowers. The arbutus is perhaps the rarest, most delicately beautiful, as well as the most abused of all our native plants. The sweet fragrance of a bed of these Spring beauties reaches one in the deep woods, long before their actual presence rewards the eye. So ruthlessly have they been picked and so wantonly destroyed, it will not be long before their shell pink loveliness and delicate perfume will come to us only in the memories of other Springs.

This was the flower which first greeted the Pilgrim Fathers after the long Winter of Death. To them it was a symbol of Hope, showing the beauties and possibilities of the stern land which they had chosen for their adoption. Longfellow has given a beautiful word picture of their regard for this dear blossom in the following lines from the Courtship of Miles Standish:

So through the Plymouth woods John Alden went on his errand,
Crossing the brook at the ford, where it bowled over pebble and shallow.
Gathering still, as he went, the Mayflowers blooming around him,
Fragrant, filling the air with a strange and wonderful sweetness,
Children lost in the woods, and covered with leaves in their slumber.
"Puritan flowers," he said, "and the type of Puritan maidens,
Modest and simple and sweet, the very type of Priscilla!
So I will take them to her; to Priscilla, the Mayflower of Plymouth."

The vine grows in great carpets and many folks simply pull at the blossoms instead of carefully cutting the stems. This careless pulling breaks the delicate roots as they nestle among the dead leaves with the twofold office of feeding the plant and holding it to the ground as an anchor.

We cannot understand why people want to deplete a locality of its rare flowers for the sake of having the last one. Knowing as we do that our choice and attractive flowers must inevitably retreat before the advance of civilization, we implore everyone to follow the example set, and plant some of our rare and beautiful wild flowers, and at the same time retain those plants as long as possible where they naturally grow.

Those of us who make teaching our life work have a wonderful opportunity for stimulating this respect and nurturing the love for the wild plants in the hearts of the children. Let us begin, therefore, with the most beautiful of them all, for its sweet trailing loveliness could be found in each child's own flower bed, if he be given a few simple instructions as to how to do this. It is in childhood that this love is best stimulated and through these channels we must look for preservation.

The floral world is ours for the taking, and all Nature asks of us is that we take the right care. So when the Junior A Class planted this little flower, true to our State motto, we indeed planted a "Hope." We are the first class on record anywhere which has taken up the work of preservation of rare flowers by carrying it on in its school grounds. No Junior A Class has been able to take part in the Arbor Day planting before; such privilege has always been given the Seniors. To-day the Junior A Class bequeaths this duty and honor to all Junior A Classes to follow, and in the years to come we will find here a garden spot of rare beauty, and will feel, as we visit our loved school, that we have assisted Nature in her task of beautifying the earth.

TREE SURGERY AND DENTISTRY

Rules for the Tree Doctor

1. *To Remove Large Branches.*

Cut off the branches that are dead, or are dying or are broken.

Saw one-third through the limb from the underside and several inches from the support. This prevents splitting of outer wood and bark.

Saw on the upper side near the first cut until the limb falls.

Saw off the stump so that the cut will continue with the surface of support.

2. *To Prevent the Infection of Wounds.*

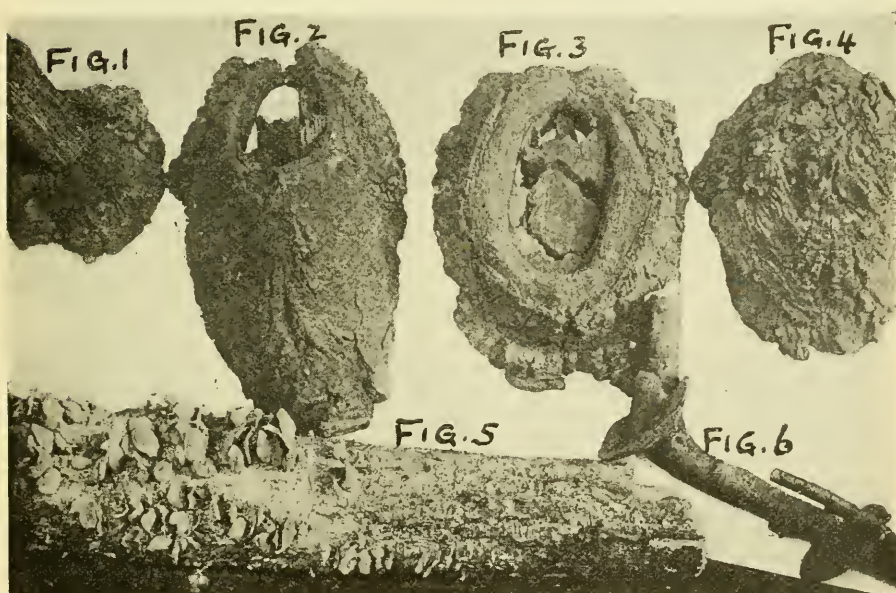
Paint to keep out the decay-producing organisms.

If cracks appear, fill and paint.

3. *To Fill Cavities.*

Dig out all the decayed portions.

Fill the cavity with cement so that the surface will be continuous with the inner bark.



Lesson for the School

Collect specimens such as shown in the picture. By observing each specimen try to interpret its past, present, and future. Every branch has a form dependent on two kinds of forces, one growth, the other decay. Whenever a limb is injured the decay-producing organisms of the air attack its surface. In time the largest branch must be reduced to dust, if the decay is not hindered by the healing of the wound. Between the beginning of decay and the completed cavity in the trunk there is a whole sequence of forms. The decay may begin as the result of old age, as a broken limb, as a stub from poor pruning, or as an unpainted surface following a good cut. Each form has certain signs by which a good scout can read its history. When the meaning of these forms is once perceived by the student he not only has learned something practical about the care of trees but he has experienced one of the most valuable methods of thinking. The child has as much right to read trees as he has to read about trees.

Interpretations

The following interpretations are given as a basis for future work:

Figure 1.

Observation.

Branch has no bark and grey wood.
The outer end is ragged.
Weathered appearance.

Inference.

It must be dead.
Broken by wind or snow.
The beginning of decay.

Conclusion: As the decay will continue into the trunk, this branch should be sawed off and the wound painted to prevent infection.

Figure 2.

Observation.

Branch nearly gone, through decay.
Hole entering trunk.
Nut shells, remains of a nest, insects.

Inference.

May have been broken or cut.
No care or preventive measures.
Decay has been aided by animals.

Conclusion: As the decay has spread into the trunk, the base of the limb should be sawed off and the decayed portion cut out. To prevent further decay, the hole should now be filled with cement. This is similar to treating a tooth.

Figure 3.

Observation.

A smooth surface.

A rim of new growth over wound.
Hole in cut surface.

Inference.

A limb was sawed off. The surface is not smooth enough for an axe cut.
Wound has started to heal.
Wound was not painted.

Conclusion: This portion should be sawed off and if the decay has not entered the trunk beyond the new cut, paint the fresh surface so that it will not decay before complete healing.

This story might be reviewed by giving the steps in its life history. A branch; sawed off; partially healed; decayed; sawed off as a specimen.

Figure 4.

The steps in the life history of this specimen are as follows: Limb; broken or cut off, leaving a stub; decayed; sawed (as seen on other side); not painted (as shown by decay on inside); decayed; healed; sawed as a specimen.

Figures 5, 6.

The growth on these limbs are called fungi. They live on the substances of the tree and their presence is always a sign of ill health. Limbs having them should be removed. They produce a dust called spores. These spores are blown to exposed places on trees, where they grow new fungi.

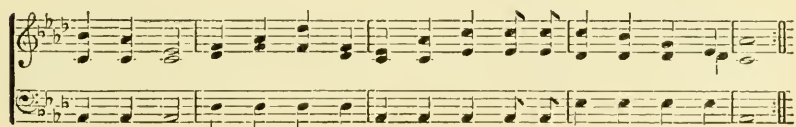
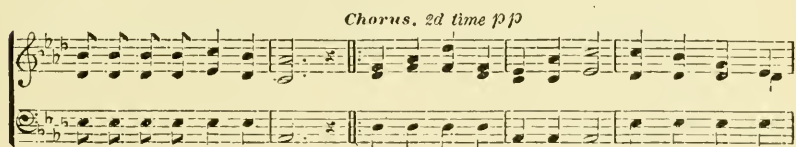
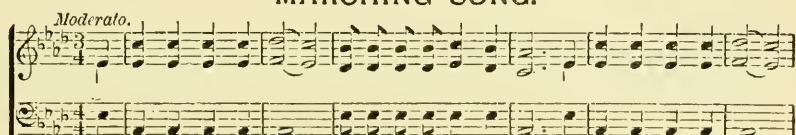


Cherries



Trees on College Hill in Providence injured by the hubs of wheels

MARCHING SONG.



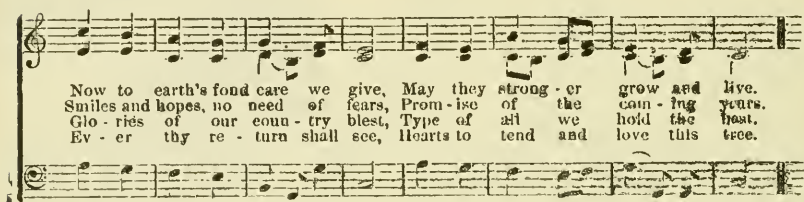
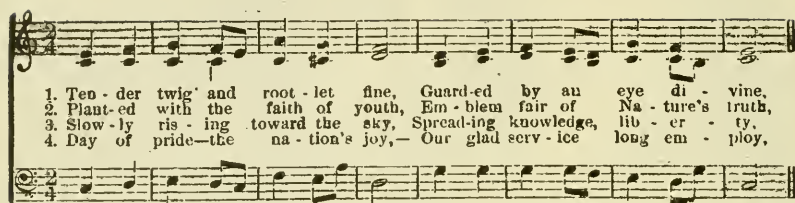
1 There's Springtime in the air
When the happy robin sings,
And earth grows bright and fair,
Covered with the robe she brings.

Cho. March, oh, march, 'tis Arbor Day,
Joy for all and cares away;
March, oh, march, from duties free
To the planting of the tree.

2 There's Springtime in the air
When the buds begin to swell,
And woodlands, brown and bare,
All the summer joys foretell.—*Cho.*

3 There's Springtime in the air
When the heart so fondly prays;
This tribute, sweet and rare,
We to mother earth may raise.—*Cho.*

PLANTING OF THE TREE.



HOW TO PLANT AND CARE FOR TREES

When to Plant.—Planting can be done any time the trees are dormant and the ground not frozen. Our trees become dormant about November first and remain so until about June first. In most states, however, the planting season extends in the fall, from November first until December fifteenth; in the spring from March first until June first.

At What Age Trees Should be Planted.—After nearly half a century's experience in planting trees, we have learned that peach trees are best planted when one year old, and all other fruit trees, such as apples, pears, plums, etc., at two years old. This also applies to all bush fruits, such as gooseberries, currants, etc., with the exception of raspberries, blackberries and strawberries, which are best planted when one year old. It does not make any difference at what age ornamental trees, shrubs, etc., are planted, provided that care is taken not to plant overgrown trees. In ornamental trees there is a great tendency to plant overgrown trees, but nothing is gained by planting a big overgrown tree. They take longer to get a hold on the soil and are often outstripped by the smaller trees.

Soil.—A rich loam is the best for fruit, but all soils may be made available by judicious treatment. Any land that will grow a good crop of wheat, corn or potatoes is well adapted to fruit growing. We do not favor planting an orchard on freshly turned stiff meadow sod. Successful orchards have been thus started, but it is not good economy to plant a commercial orchard until the ground has been well prepared and the soil well rotted. If the soil is in sod ground it is best to plow it in July, August or September, and allow the sod to decay. Land so plowed will be in fine condition for planting the succeeding spring. Prepare by plowing at least seven inches deep, making the soil fine with a harrow, cultivator and roller, the same as for planting corn or potatoes. Drainage on wet soil is necessary. Trees will not thrive on wet land.

Preparations for Planting.—When the field is plowed and thoroughly fitted, and the soil made fine, square your field. No matter what the shape of the field is, always begin staking out on a true square. After the field has been squared up and stakes placed at each corner of the field, stretch a rope or strong wire from stake to stake around the outside, staking the distance the trees are to be planted along the rope or wire. After you have your rows staked out around the edge of your field, plow furrows across the field to each stake, and then cross plow from the other stakes. The cross points of these furrows will indicate where each tree should be planted, and the trees will then line up from each point of view. The cross plowing will save considerable work in excavating for each tree. When planting upon the lawn or grass plots, remove the sod for a diameter of four to five feet and keep this space well worked and free from weeds. Dig the holes deeper and larger than is necessary to admit all the roots spread out in their natural positions, say two feet square and twenty inches deep. Keep the surface and sub-soil separate. Do not throw away the sod, as this makes a very desirable mulch.

Pruning.—Pruning should be done either immediately before or after planting. This is the most essential work next to planting, and the lack of severe pruning is why many do not succeed. Do not be afraid that you are going to prune your trees too severely. These directions on pruning should be followed out absolutely to the letter. Peach trees require more severe pruning than anything else. Cut off all the branches close to the body of the tree, and cut back the main stem or leader to within two or three feet of the roots, leaving simply a stubby trunk two or three feet high with every branch removed. With all other fruit trees, such as apples, plums, pears, etc., remove all except three or four sturdy branches, endeavoring to have these branches come on four different sides of the tree to form a well shaped head. Then cut these branches back to within five or six inches of the trunk, and cut the main stem or leader back so that it is just a little bit higher than the ends of the highest branch. Cut off all broken or bruised roots.

Planting.—The earth, to fill in and about the roots, should be surface soil and well pulverized. Fill the hole with the loose earth so as to bring the tree about one inch lower than it stood in the nursery; place the tree in position, fill in with fine mellow earth between and around the roots with the hand, arranging all the roots in their natural position and pack the soil firmly around them. Fill the hole with earth to the top, pack down with a small maul or your foot. Do not be afraid to pack the earth down firmly. If you pack the earth with your foot, do not be afraid to put your weight into it. The trees should be set so that they are just as firm as posts. Throw a bucket of water around each tree to settle the ground, and after the water is soaked in scatter a little loose soil on top to prevent caking. Dwarf trees should be planted deeper than standard trees. These should be planted so that the buds on the juncture of the roots and trunk are two or three inches below the surface of the soil. No staking will be necessary except with very tall trees or those much exposed to the wind. If you use manure as a fertilizer never let it come in direct contact with the roots, but thoroughly mix it up with the soil, or better yet, put it around on top of the soil after the trees are planted.

—*Green's Nursery Bulletin.*

RECORDS OF INTERESTING TREES IN RHODE ISLAND

By William Gould Vinal, Rhode Island Normal School.

The material for this list has been gathered from many sources. The number in the reference column indicates from which book the data was taken. It is realized that the work is incomplete and that the figures of different authors are often inconsistent. In order to help standardize the records for the future it is suggested that all girth measurements be taken at a height of 4.5 feet. Directions for taking the height of a tree may be found in Blaklee and Jarvis "Trees in Winter," or by sending to the Normal School for typewritten directions. Teachers are urged to use this table as a basis for further observations. Have the pupils gather new data, correct old records, and send them to the Commissioner of Public Schools. If anyone gets a good picture of any interesting tree, send it to the Commissioner of Public Schools, and the best ones will be printed in the Arbor Day pamphlet. Any school securing and reporting to the Commissioner valuable information concerning interesting trees in Rhode Island will be accredited therefor in the Arbor Day publication. (See pages 29-32.)

1. The Native Trees of Rhode Island. L. W. Russell. (From the Annual Report, 1899, of the Rhode Island State Board of Agriculture.)
2. Random Notes on Natural History. Published by Southwick and Jencks.
3. Rhode Island Arbor Day Program, 1910, 1911, and other years.
4. List of Large, Old and Interesting Trees. Published by the Massachusetts Horticultural Society, 1892.
5. The Providence Journal.
6. Reminiscences of Newport. Mason.
7. Trees and Shrubs of Massachusetts. George B. Emerson.
8. Harper's Magazine.
9. Points of Historical Interest in the State of Rhode Island. Published by the Rhode Island State Education Department.
10. Garden and Forest Magazine.
11. Narragansett Sea and Shore. Denison.
12. Pleasant Places in Rhode Island.
13. Rhode Island Wild Flowers. Bailey.
14. Annals of Providence.
15. Book Notes.

The writer wishes to thank the Providence Public Library for valuable assistance in the collection of material.



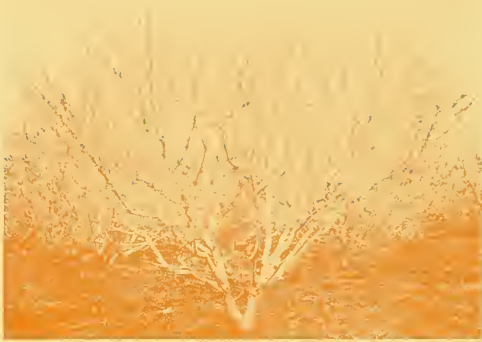
IN CENTREDALE
Largest Chestnut in Rhode Island

NAME	Ref.	SIZE			TOWN	LOCALITY	REMARKS
		Girth	Height	Spread			
Apple, R. I. Greening	2 5 4				North Providence	Homestead of Lemuel Angell.	137 years old, still bearing fruit. Vol. I, No. XI, Nov. 1884, p. 4. Providence Journal, April 17, 1884.
Apple, R. I. Greening	5				North Scituate	Back of home of Dr. Solomon Drowne, Mount Hygeia.	Original Rhode Island Greening. Aug. 4, 1907.
Ash, White	3	4.5'—11' 1"			Lincoln	East of Butterfly factory.	
Ash, White	3	4.5'—11' 1"			Providence	Corner of Rochambeau avenue and Blackstone boulevard.	
Ash, White	4		60'	35'	Warwick Centre	In the village.	Data for 1892.
Ash, White	2 4 5	2'—14' 4'—13' 9"			Warwick	Behind town hall, Apponaug.	Vol. I, No. XI, Nov. 1884. Providence Journal, April 17, 1884.
Beech, Fern-leaf	2				Newport	Grounds of Redwood Library.	Vol. III, No. IV, April 1, 1886, p. 29.
Beech, Fern-leaf	6				Newport	Redwood Library.	Planted by Robert Johnston. p. 186.
Bladdernut	2 5				Providence	Garden of Mrs. Moses B. Ives.	A solitary specimen in this climate. Vol. I, No. XI, Nov. 1884, p. 4. Providence Journal, April 17, 1884.
Buttonwood	3	4.5'—16' 10"			Lincoln	East of Butterfly Factory.	Vol. I, p. 261.
Buttonwood	7	1'—24' 4" 5'—21' 4"				Island of Rhode Island.	
Buttonwood	8	1'—32'				On property of Thomas R. Hazzard.	Vol. 24, 1861-62, p. 736. When British left in 1779, only tree remaining on the island.
Cherry, Black	3	4.5'—6' 6"			Providence	Few rods east of main entrance to Butler Hospital.	
Chestnut, American	3	4.5'—19' 9"			Centredale	North of Mineral Spring road and ¼ mile east of Centredale.	Probably largest tree in Rhode Island.
Chinese Tree	2 5				Providence	Front residence of Mr. Frederick G. King.	About fifty years old. Vol. I, No. XI, Nov. 1884, p. 4. Providence Journal, April 17, 1884.
Elm, American	2	5'—about 16'			Johnston	Plainfield street.	Probably set out 1748. Three trees. Vol. I, No. X, Oct. 1884, p. 6.
Elm, American	5 7	1'—40' 6'—23' 12'—28'	about 90' (2)	about 140' (2)	Johnston	Estate of Judge Zuriel Potter, north side of Hartford Turnpike.	Described by Oliver Wendell Holmes in "Autocrat of the Breakfast Table." Partially destroyed Sept. 6, 1869. Removed 1873. Estimated age, 217 years. P. J. Aug. 6, 1899. Vol. I, No. IX, Sept. 1884, p. 9. Book Notes, 1886, p. 47.
Elm, American	3				Johnston	Near Ochee Spring.	Blown down about 1885. Described by Holmes.
Elm, American	4		90' (1892)	140'	Johnston	Est. Zuriel Potter, Hartford Turnpike	Cut down.

NAME	Ref.	Girth	Height	Spread	TOWN	LOCALITY	REMARKS
Elm. American	4			95'-100'	North Providence	On Peckham homestead.	
Elm. American			100		Pawtucket	Summit Street School.	59" diameter at ground. Six-foot length of trunk weighed 1700 lbs. 132 years old.
Elm. American	2	12' 9"			Providence	Abbott's Lane.	Site of oldest house in municipality. Vol. I, No. X, Oct. 1884, p. 6.
Elm. American	4 2 5	11' 5'-11' 9"			Providence Providence	Front Admiral Esck Hopkins residence, Admiral street. Same.	Planted 1786. Planted by his daughter. Vol. I, No. X, Oct. 1884, p. 6. August 6, 1899.
Elm. American	5	5'-16' 5"			Providence	Angell street, between Brown and Thayer. Old Waterman estate.	August 6, 1899.
Elm. American	2 5	13' 6" 5'-13' 7" (1881)			Providence	Branch avenue, near Dickey House.	Vol. I, No. X, Oct. 1884, p. 6. August 6, 1899.
Elm. American	2 5	12' 11" 5'-13' 9"			Providence	Corner Branch avenue and North Main street.	Great Gale, Sept. 23, 1815, blew off a large branch. Vol. I, No. X, Oct. 1884, p. 6. Iron bolt 1835. Prov. Jour., Aug. 6, 1899.
Elm. American	5	5'-14' 7"		115'	Providence	Cemetery street.	August 6, 1899.
Elm. American	5	5'-15' 5"			Providence	Chalkstone avenue, opposite Rowan College street.	August 6, 1899.
Elm. American	1 5	5'-13' 9"			Providence	Congdon street, Prospect Terrace.	Planted by Deputy Gov. Jabez Bowen, beginning 19th century. Dec. 6, 1916, or 96. Jeremiah Congdon gave land for Congdon street and stipulated that tree be preserved. p. 24. Aug. 6, 1899; May 26, 1907, Sec. 4, p. 5.
Elm. American	4 9 9 13 14 15				Providence	North side of Olney street. Site now 20 Olney street. Foot of Olney street, front house Capt. Joseph Olney.	"Tree of Liberty." Demolished 1802. p. 23. Dedicated July 25, 1763. Vol. I, No. IX. Sept 1884, p. 9. Dedicated to "Sons of Liberty." Cut in 1803 August 6, 1899. Annals of Providence, p. 222. Book Notes, 1889, p. 214.
Elm. American	5	2'			Providence	N. side of Olney, close to junction of Clorane.	Offshoot of old liberty tree. About 80 years old. May 10, 1908.
Elm. American	5	5'-17' 1"			Providence	East side Plainfield road.	Probably planted 1714. Aug. 6, 1899.
Elm. American	4				Providence	Plainfield street.	Planted 1748.
Elm. American	5				Providence	Enclosure of First Baptist Church.	Set out 1830. Aug. 6, 1899.
Elm. American	5				Providence	Waterman street, North Main street to Prospect street.	Forty in number alternating with poplars. November 15, 1909.
Hop. Hornbeam	3	4.5'-2' 3"			Pocasset	Woods, S. Hartford Turnpike.	Near Tupelo tree.

NAME	Ref.	Girth	Height	Spread	TOWN	LOCALITY	REMARKS
Japanese Trees	10				Warren		Planted by George R. Hall. Vol. II, p. 537. Vol. VI, 1893, p. 468.
Linden, American	2 4 5	3.5'-21'		60'	Warwick	Moses Lippitt farm, south of head of Confluent Point.	Vol. II, No. XI, Nov. 1884, p. 4. Providence Journal, April 17, 1884.
Magnolia	4 3 5				Providence	In garden of Mrs. Moses B. Ives, Tower street.	Said to be finest specimen in New England Vol. I, No. XI, Nov. 1884, p. 4. Providence Journal, April 17, 1884.
Magnolia	5				Providence	Col. Charles H. Merriman, corner Benevolent and Cooke streets.	At least forty years old. Largest in this part of country. April 11, 1915; May 7, 1916.
Magnolia	5				Providence	Knight's estate, Broad street.	Taken to Estate W. Gordon Read, Cowesett. May 29, 1915, p. 16; June 10, 1915, p. 14.
Oak	9				Phillipsdale	Roger Williams avenue.	Planted by Roger Williams' Family Association. April 27, 1904. First dwelling place of Roger Williams. p. 30.
Oak, Black	3	4.5'-11' 9"			Edgewood, Cranston	Shore of Washington pond.	
Oak, Black	2	Near ground 12'	70'		Providence	Rear of barn, Roger Williams Park.	Vol. II, No. 10, Oct. 1, 1885, p. 74.
Oak, Pin	2				Ashaway Village		Vol. II, No. 12, Dec. 1885, p. 94.
Oak, Pin	3	4.5'-8' 2"			Hopkinton	Bardickville	
Oak, Post	2				North Kingstown	North bend of Wickford harbor.	Vol. II, No. 5, May 1885, p. 36.
Oak, Red	3	16' 1.5"			Ashland, Scituate	By railroad.	
Oak, Swamp White	2				E. Providence	Hunt's Mills	Largest in State. Vol. II, No. VI, June 1885, p. 45.
Oak, Swamp White	3	4.5'-7' 9"			Johnston	Woods, S. Hartford Turnpike.	Near hop hornbeam.
Oak, White	4 2 2 2 1	3' above roots 16' (5'-15' 6" (1885) 4'-13' 4" (1858)	70'	80' 80' 86' (85)	Lincoln	Lonsdale village, near grave William Blackstone.	"Catholie Oak." Vol. I, No. IX, Sept. 1884, p. 9. Vol. II, No. IV, April 1, 1885, pp. 29-30. Has offspring in Germany from acorns distributed there. Tradition that first Catholic service in Rhode Island under this tree. p. 9.
Oak, White	4			60'	Lincoln	One-half mile west of house of Capt. S. Pierce.	
Oak, White	11				Newport		Liberty Tree, 1766. Destroyed by British. Replaced in Centennial year, 1876. p. 71.
Oak, White	2	3'-13' 4.5" (1885)			North Kingstown	One mile below Hamilton Mills.	Vol. II, No. 4, April 1, 1885, p. 29.
Oak, White	2	4'-15' 2" (1885)			North Providence	Charles E. Hall's farm, Fruit Hill.	Vol. II, No. 4, April 1, 1885, p. 29.

NAME	Ref.	SIZE			TOWN	LOCALITY	REMARKS
		Girth	Height	Spread			
Oak, White	2	1' about 20'		275'	North Providence	Land of descendants of Timothy Olney.	Vol. II, No. 4, April 1, 1885, p. 29.
Oak, White	3	4.5'-16' 10.5"			North Providence	One-half mile southeast Fruit Hill Reservoir, in open field.	
Oak, White	4				Scituate	On Walker estate.	One mile from Ponagannett Village, S. W. part. Estimated 250 years old.
Oak, White	3	4.5'-17' 8"		90'	Stillwater	One-half mile northwest of railroad.	
Pear	12				Cranston	Dyer homestead.	Twisted when a sapling in Great Gale of 1815. p. 125. Guarded Pear Tree.
Pine, Pitch	3	30"	100		Chepachet		
Pine, White	3	4.5'-12' 1/2" (1907)			Chepachet	On farm of Andrew J. Steere.	Largest in North America.
Rose Acacia	13	Small shrub			Lincoln	Quinsnickett Hill.	
Sassafras	2	Ground 14' 3" (1872) 2'-11' 10.5" 2'-11' 11.5" (1882) 2'-12' 2"	49.5'		Cranston	Sprug Brook or Larkin farm.	First limbs 11' up. Vol. I, No. V, May 1, 1884, p. 10, p. 30. Many progeny near it.
Sassafras	1		51				
Sassafras	5				E. Providence	Crescent Park.	Feb. 18, 1912. Sec. V, p. 10.
Sassafras	3	4.5'-8' 5"			East Providence	South Crescent Park.	
Sassafras	3	4.5'-6' 9.5"			Edgewood	East end of Wentworth avenue.	
Sassafras	2	Near ground 14' 3" 2.5'-12'			Warwick		Eleven feet up to branches. Vol. I, No. XI, Nov. 1884, p. 4. April 17, 1884.
Tulip	3	5'-15' 6" (1903)			Cranston	Andrew Sheldon farm, Dugaway Hill road, west of Knightsville.	
Tulip	5				Providence	Roger Williams Park.	Memorial James Nelson Ham, Principal Oxford Street Grammar School, May 23, 1897.
Tupelo	3	5' 11"			Pocasset	Woods S. Hartford Turupike, less 1/4 mile west of point where car line leaves highway in Pocasset.	



Peach Tree in Blossom

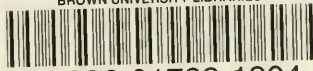
DATE DUE

SEP 30 2006

UPI

PRINTED IN U.S.A.

BROWN UNIVERSITY LIBRARIES



3 1236 01782 1904



